**K-5 ELA Lesson Plan**

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| **Teacher: Stewart** | | **Grade: 1** | | | **Date(s)**: August 28, 2012 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task: Creating a Song About Rules** | | |
| **Essential Question(s): Why is it important for us to give others the opportunity to speak when we are sharing ideas?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Student:**  **Harcourt Social Studies Book** | | | | **Respect**  **Share**  **Group**  **Rules**  **Community** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice * Independent | **Speaking a Listening**  **Standards: SL 1.2 Ask and answer questions about what a speaker says in order to gather information presented orally or through other media.**  **I Can Statement(s): I can ask and answer questions about a community video to better understand rules and laws.**  **Instructional Plan:**  **“Yesterday we discussed respect, sharing and working in groups. We listened to a song about showing respect, working together and sharing. We drew pictures showing these words in action. Today we will talk about rules and laws in the school and community. Let’s begin by watching this video.**  **Play video from link below:**  [**http://www.brainpopjr.com/socialstudies/communities/school/**](http://www.brainpopjr.com/socialstudies/communities/school/)  **Ask students:**  **“From the words we discussed yesterday, which words would you use to describe this video?”**  **“Why do schools have rules?”**  **“How is a school like a community?”**  **Discuss the answers to the questions have students give their input.**  **Discuss classroom rules and procedures.**  **Show rules on bulletin board or poster.** | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards: RL. 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.**  **I Can Statement(s): I can retell stories including key details.**  **I can demonstrate understanding of the lesson of the story.**  **Instructional Plan:**  **“Now that we have talked about the classroom rules, and how we respect and share as a group or community, we will read a story about a classroom that may or may have good classmates in it. You will need to listen and figure out if these students show respect, if they share and know how to work in groups. Also pay attention to see if these students follow rules in their classroom.”**  **Read one of the stories listed below.**  ***Miss Nelson is Missing***  ***Thank You Mr. Falker*** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent | **Word Study**  **Standards: L. 1.4 Determine or clarify the meaning of unknown words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies:**   1. **Use sentence level context as a clue to the meaning of a word or phrase.**   **I Can Statement(s): I can determine the meaning of unknown words based on how it is used in a picture.**  **Instructional Plan:**  **Use the pictures drawn from yesterday’s lesson, to review vocabulary from previous day. (respect, share, group etc…)**  **Pick a picture and cover the word or sentence. Students will have to use the picture to figure out what the matching word is.**  **Have classroom rules written on a sentence strip and vocabulary words on cards in a pocket chart or white board. Students will have to match the rule to the corresponding vocabulary word.**  **For example: Do not talk while others are talking would match with the word “respect.”** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice   * Independent | **Writing**  **Standards: W 1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.**  **I Can Statement(s): I can make up and write a classroom rule.**  **Instructional Plan:**  **“Now that we can identify which of our classroom rules match our vocabulary words lets create our own rules. We know that like in the classrooms we read about, there were some students that were not respectful and did not work well in groups. Now you are going to write your own rules and match them to a vocabulary word.”** | | | | |
| **Closing/Summarizing Strategy** | **Students will share their rules that they have generated.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can share the rules they created with a kindergarten class and discuss what they will need to do to be a successful student.** | | 1. Divide a piece of chart paper into two columns (T-Chart) and write the following headings:   * I am a good classmate when I . . . . * I am not a good classmate when I . . . .   **Example: T-Chart** | | | **Using the teacher example of the writing assignment, create an anchor chart for vocabulary words along with pictures to be posted in the classroom. (For non-English students or students struggling with remembering words)** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Use checklist to assess the song. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*